

Reception/P1 Key Themes Recognising and respecting difference. Being kind and caring			Y1/P2 Key themes Recognising, valuing and celebrating difference Developing tolerance			Y2/P3 Key Themes Being kind and helping others Listening Skills			Y3/P4 Key themes Recognising and respecting diversity Being respectful and tolerant			Y4/P5 Key Themes Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes			Y5/P6 Key themes Recognising and celebrating difference (including religions and cultural difference) Influence and pressure of social media			Y6/P7 Key Themes Recognising and reflecting on prejudice based bullying Understanding bystander behaviour			
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	
1. Be sensitive towards others and celebrate what makes each person unique.	I can celebrate our differences.	Do they show respect for others who have different interests, beliefs or ways of playing?	1. To know the key differences between hearing, being unkind and bullying.	I can say ways in which people are similar as well as different.	Do they understand that bullying is often not as well as different?	1. To identify differences and similarities between others.	I can be respectful of those who are different to me.	Do they value their friends based on their qualities? Do they play with different children according to the activity and their interests?	1. Recognise that there are many different types of families.	I can give examples of different types of family. I respect ethnic differences.	What can they tell you about their community? Do they have a good understanding of their talk, culture and family traditions?	1. To identify different origins, national, regional, ethnic and religious backgrounds.	I can say how differences sometimes cause conflict but can also be something to celebrate.	Are they aware of conflicts in the world regarding religion or race? Could they tell you what they can learn from those who are different to them?	1. To describe the benefits of living in a diverse society.	I can give examples of different faiths and cultures and positive things about having these differences.	Could they tell you what they can learn from those who are different to them? Do they recognise that a diverse world gives greater opportunity?	1. To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	Amongst their friends and peers, can they demonstrate or explain what active bystander behaviour looks like?	
2. Recognise that we can have things in common with others.	I can talk about my family life.	Consider the language they use about children different to their (either in their school/community or in books)	2. To recognise that everyone is different and will have different thoughts and ideas.	I can say why things sometimes seem unfair even if they are not to me.	Do they respect differences amongst their peers?	2. Recognise and explain how a person's behaviour can affect other people.	I can describe how someone can change someone's feelings.	Are they aware when someone's behaviour changes? Can they explain what has happened? Can they explain the emotions involved?	2. Identify the different communities that they belong to.	I can give examples of different community groups and what is good about having different groups.	Do they understand that a community could be their street, dance club or football team?	2. To understand the need to manage conflict of differences and suggest ways of doing this, through negotiation and compromise.	I can begin to manage conflict by using negotiation and compromise.	Are they good at playing games and accepting loss or defeat? Can they make a suggestion in a group so that all parties are happy? Will they accept when their ideas are not chosen?	I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	Can they give examples of how to be respectful to those who are different to us? Could they ask or give examples of appropriate questions? Can they say how some cultures or faiths have different expectations some social behaviours?	2. To know that all people are unique but that we have far more in common with each other than what is different about us	I can show respect to others by using verbal and non-verbal communication.	Can they give examples of respectful verbal and non-verbal communication? Could they explain how someone could be upset by certain communication? Do they demonstrate these skills and understanding?		
3. Use speaking and listening skills to learn about the lives of their peers.	I can listen and be polite to what others tell me about their lives.	Do they follow your expectations on listening? Do they respond to what others say during play or focus only their ideas?	3. To celebrate and begin to show empathy for those who are different.	I can talk about what bullying is.	Can they understand that people may not always agree or like the same things.	3. To learn and use different ways to show good listening.	I can tell you why it is important to show good listening to people who speak differently to me.	Are they follow your expectations when speaking and listening? Do they sit or stand calmly and give eye contact?	3. To learn ways of showing respect through language and communication.	I can use respectful language and communication skills when discussing with others.	Have they supported you in making and following class or school rules? Do they treat everyone equally with regards to working/playing together or speaking with?	3. To recognise potential consequences of aggressive behaviour.	I can suggest strategies for dealing with someone who is behaving aggressively.	Do they understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they negotiate their own behaviour?	2. To develop an understanding of discrimination and its injustice, and describe this using examples.	I can empathise with people who have been, and currently are, subjected to injustice, including through racism.	Are they aware of conflicts in the world regarding religion or race? Could they explain how someone may feel or react if they are discriminated against?	3. To understand and explain the term prejudice.	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	Can they give examples of stereotypes and certain groups that are often discriminated against? Are they aware of any examples of this in the community/news or media? Consider the types of communities they may be a part of.	
4. Know the importance of showing care and kindness towards others.	I can be kind, caring and helpful to others.	Do they offer help if they see a friend in need? Are they aware of how they talk or behave towards others?	4. To identify those who are special to them (and their special qualities).	Can they notice when a friend might need their help or kindness shown towards them?	Can they notice when a friend might need their help or kindness shown towards them?	4. Explain how it feels to be part of a group and left out of a group.	I can name and suggest strategies to someone who feels left out.	Do they invite children to join them play? Are the confident to ask to join in?	I can talk about examples in our classroom where respect and tolerance have helped to make it happen, safer place.	Could they tell you the school rules or expectations on behaviour? Can they talk about the SCARF values?	4. To define the word respect.	I can demonstrate ways of showing respect to others' differences.	To assess this you would be using a on your knowledge of who the child plays with and their behaviour towards children of different skin colour, religion or ethnicity.	3. To understand that the information we see online, either text or images, is not always true or accurate.	I can explain how people sometimes act to create an impression of themselves or what they post online that is not real and what might make them do this.	Are they aware of social expectations on body image and looks? Can they talk about how celebrity is often portrayed in the media? Can they give examples of how someone might want others to view them?	4. To define what is meant by the term stereotype.	I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.	Could they say why some people may discriminate or be prejudiced? Can they reflect on how some people fear differences and that which they don't understand?		
5. Demonstrate skills in building friendships and cooperation.	I can show good listening.	5. To identify ways in which we can show kindness towards others and how that makes them feel.	5. To show interest in building friendships and how they can show kindness towards others and how that makes them feel.	Do they show interest in building friendships and how they can show kindness towards others and how that makes them feel?	Do they show interest in building friendships and how they can show kindness towards others and how that makes them feel?	5. To recognise and talk about acts of kindness and how they can impact others.	I can be kind and use kind words to my friends.	What do other children say about them? Do other staff comment on their behaviour towards others? Do they have close friends that they care for? Are they caring towards their siblings (if they have any)?	5. To identify different origins, national, regional, ethnic and religious backgrounds.	I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.	Can they describe different origins, national, regional, ethnic and religious backgrounds? Can they tell you some qualities that their friends or peers have?	5. Understand and identify stereotypes, including those promoted in the media.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	What is their understanding of social media pressures? Can they give examples of stereotypes that are shown in the media? Can they talk about how they would feel if they were stereotyped?	I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (going to live up to that image, taking risks etc.)	Can they discuss the impact of social media on young people? Have they heard about trolling, catfishing or social media influencers? Do they have healthy/positive views on body image and beauty choices?	5. To recognise how the media can reinforce gender stereotypes and begin to challenge this.	I can recognise how the media can reinforce gender stereotypes and begin to challenge this.	Can they give examples of gender stereotypes? Can they share ways that people may feel uncomfortable if they are forced to follow a particular stereotype? Could they give examples of how the media presents male and female products or ideas.		
									6. To recognise and explain why bullying can be caused by prejudice.	I can suggest ways to deal with bullying and prejudice.	Can they explain the difference between bullying and teasing? Do they know that it is important to speak to an adult if the situation is unsafe?	6. To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.	I can reflect on how individual/group actions can impact on others in a positive or negative way.	6. To describe different types of friendships and relationships and their differing positive qualities.							